

# Course Policies and Accommodations

*This document contains recommended text and required text to be included in course syllabi for engineering courses offered at the University of Washington. All text in purple is for instructor information purposes only and should not be copied into the course syllabus.*

## **(Optional)**

### *Diversity and Inclusion Statements:*

*The following are three options for diversity and inclusion text based on recommendations provided by the American Society of Engineering Education (ASEE) and Brown University. Pick one of these options or feel free to modify any of the options to suit your teaching and communication style.*

ASEE Link: <http://docs.asee.org/public/LGBTQ/Classroom%20Inclusion%20Strategies.pdf>

Brown University Link: <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

### *Option #1:*

#### **Diversity and Inclusion:**

I am committed to creating an inclusive environment in which all students are respected and valued. I will not tolerate disrespect or discrimination on the basis of age, ability, ethnicity, race, gender identity or expression, marital or parental status, military or veteran status, national origin, political affiliation, religious or spiritual beliefs, sex, sexual orientation, socioeconomic status, or other visible or non-visible differences. We will endeavor to refer to each other by our preferred names and [pronouns](https://www.mypronouns.org) (<https://www.mypronouns.org>)-- for instance, I am Professor X and use Y/Z pronouns.

### *Option #2:*

#### **Diversity and Inclusion:**

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records.

### *Option #3*

#### **Diversity and Inclusion:**

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices, often Caucasian or white. I acknowledge that it is possible that there may be both overt and covert biases in the reading material for this course due to the lens with which it was written. Integrating a diverse set of experiences is important for better

understanding and learning in engineering. I welcome your perspectives on the way we approach science and engineering in this class including suggestions to improve the quality of reading materials.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UW records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, the Associate Dean of Diversity and Access (see <https://www.engr.washington.edu/about/officedean>) in the College of Engineering is an excellent resource.
- Like many others, I am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

### **(Required)**

#### *Disability and Access:*

*The following is syllabus text recommended by the University of Washington to address disability and access. Feel free to modify the following text to suit your teaching and communication style.*

#### *Link to UW Disability and Access Syllabus Statement:*

*<https://depts.washington.edu/uwdrs/faculty/syllabus-statement/>*

#### From DRS Accommodations Page:

*Once a student has been approved for accommodations by their DRS Coordinator, they will receive a Student Eligibility Letter via our myDRS system along with necessary next steps. Students then use the myDRS system to select which approved accommodations they want to activate in a course, each quarter. Through myDRS a Faculty Notification Letter is delivered to course faculty and relevant academic staff. Quarterly course activations need to be done in a timely manner for accommodations can not be submitted retroactively.*

#### **Disability and Access:**

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have arranged accommodations through Disability Resources for Students (DRS), please communicate those accommodations to me at your earliest convenience so we can discuss your needs and appropriate arrangements in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS offers resources and coordinates reasonable accommodations for students

with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. Contact DRS at [disability.uw.edu](https://disability.uw.edu).

***(Required)***

***Religious Accommodations:***

*The following is syllabus text required by the University of Washington to address religious accommodations. UW requires that this language be included in course syllabi without amendments (i.e. copy and paste into your syllabus as is).*

***Link to Religious Accommodations Policy:***

***<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>***

**Religious accommodations:**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)

***(Required)***

**Title IX:**

UW, through [numerous policies](#), prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments. For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit UW Title IX's webpage [\(https://www.washington.edu/titleix/\)](https://www.washington.edu/titleix/), specifically the Know Your Rights & Resources guide  [\(https://www.washington.edu/titleix/files/2020/08/KYRR-guide-8-10-2020-LINKED.pdf\)](https://www.washington.edu/titleix/files/2020/08/KYRR-guide-8-10-2020-LINKED.pdf).

If you choose to disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) with resources and individuals who can best provide support and options. You can also access those resources directly:

- Confidential: Confidential advocates [\(https://www.washington.edu/sexualassault/support/advocacy/\)](https://www.washington.edu/sexualassault/support/advocacy/) will not share information with others unless given express permission by the person who has experienced the harm or when required by law.
- Private and/or anonymous: [SafeCampus \(https://www.washington.edu/safecampus/\)](https://www.washington.edu/safecampus/) provides consultation and support and can connect you with additional resources if you want them. You can contact SafeCampus anonymously or share limited information when you call

Please note that some senior leaders and other specified employees have been identified as “Officials Required to Report.” (<https://www.washington.edu/titleix/title-ix-officials-required-to-report/>) If an Official Required to Report learns of possible sex- or gender-based violence or harassment, they are required to call SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options (<https://www.washington.edu/titleix/resources/>).

### **(Required)**

#### **Academic Integrity:**

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you’re uncertain about if something is academic misconduct, ask me. Acts of academic misconduct may include but are not limited to:

*(Instructors should customize the bullet list below to define academic misconduct for each course)*

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Engineering is a profession demanding a high level of personal honesty, integrity and responsibility. Therefore, it is essential that engineering students, in fulfillment of their academic requirements and in preparation to enter the engineering profession, adhere to the College of Engineering [Statement of Principles](#). Any student in this course suspected of academic misconduct (e.g., cheating, plagiarism, or falsification) will be reported to the College of Engineering Dean’s Office and the University’s Office of Community Standards and Student Conduct to initiate the [student conduct process](#). *Any student found to have committed academic misconduct may receive a zero for their grade on the impacted academic work (e.g., assignments, project, or exams), and academic consequences, with the possibility of expulsion.*

*(Instructor should adapt the following statement or write their own statement):*

For any assignment, quiz, or exam that is suspected of academic misconduct, you will be given an “X” grade until after I have received notification by the Dean’s office that the conduct process is complete. If a student is found responsible for academic misconduct, the student will receive a grade of zero on the assignment, quiz, or exam. If a student is found not responsible, the student will receive a grade based on the standard grading criteria for that assignment, quiz, or exam.

### **(Optional)**

#### **Safety:**

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus’s team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

### **(Optional)**

#### **Inclement Weather:**

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. You can learn of campus operations status by signing up with an alert system that will contact you via email or text message if classes are canceled or delayed (<https://www.washington.edu/safety/alert/>). Alternatively, campus status during inclement weather is available via local radio and television news.

### **(Optional)**

#### **Mental Health and Well-Being Resources:**

The following wellbeing & mental health resources are available to you on campus:

- [Let's Talk](#) connects you with support from a counselor without an appointment via drop-in hours.
- [The Counseling Center](#) provides you with personal counseling, assessment, referral, and crisis intervention services (206-543-1240).
- [Hall Health Mental Health](#) provides you with a range of services to assess and treat mental health concerns including psychiatry and associated medication management support (206-543-5030).
- [UW LiveWell](#) provides you with support and case consultation if you are experiencing personal hardship, including academic hardship as the result of extenuating life circumstances (206-543-6085).
- [Husky Health & Well-Being](#) provides you with a central online resource for access to health and wellness services across the campus.
- Academic Advising can help if you are experiencing challenges navigating academic commitments.
- [SafeCampus](#) is here for you 24/7 if you ever need to privately discuss safety and well-being concerns for yourself or others (206-685-SAFE [7233]). SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.
- [Forefront Suicide Prevention](#) provides information and services to reduce suicide by empowering individuals and communities to take sustainable action, championing systemic change, and restoring hope (206-543-1016).
- Crisis Clinic: If you or someone you know experiences a crisis outside of business hours, please call the Crisis Clinic at 206-461-3222.
- Food and Housing: If you are experiencing food or housing insecurity, you can start with UW emergency Aid (<https://www.washington.edu/emergencyaid/>) or the UW Food Pantry (<https://www.washington.edu/anyhungryhusky/>). If you are concerned about your mental, emotional, or physical safety for yourself or others, call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.
- Study Centers: <https://www.engr.washington.edu/current/academics/studycenters>

### **(Optional)**

#### **Land Acknowledgement:**

The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

**(Optional)**

**Privacy:**

If you have aspects of a course that take place over Zoom, the following statement about privacy is recommended:

It is possible that some aspects of the course will take place over zoom (e.g. office hours). While students are encouraged to turn on their cameras if they are able, there is no requirement or penalty for keeping your camera off. For any session that is recorded on Zoom, the recording will capture the presenter's audio, video and computer screen. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who **do not** wish to be recorded should:

- Choose a Zoom username that does not include any personal identifying information like their name or UW Net ID; and
- Not share their computer audio or video during their Zoom sessions.

**(Required, if Applicable)**

**Course Safety and Hazards:**

If your course involves environmental or occupational safety or hazards, an instructor should include the syllabus requirements for training, personal protective equipment, and contact information in case of an emergency. The syllabus should also list appropriate building or department specific emergency response protocols and EHS information relevant to the course.

*Additional Information about Syllabus Language and Text:*

<https://registrar.washington.edu/staffandfaculty/syllabi-guidelines/>